

## **2021 Joint & Sheriffs' Approved In-Service Training Objectives**

### ***LAW ENFORCEMENT = 24 hrs/credits***

#### ***Required – 14 hrs/credits***

##### **2021 Firearms – (4 hr/credits) -**

1. Discuss the provisions of N.C. General Statute §15A-401(d)(2) – Use of Deadly Force, as well as any departmental policy relating to the reasonable use of force to include possible de-escalation techniques.
2. Identify and practice the provisions of N.C. General Statute §14-269 and of Article 54 as they apply to concealed carry by sworn law enforcement personnel.
3. Describe and apply firearms safety on and off duty, on the range, and in the home.
4. Describe and demonstrate basic marksmanship fundamentals to include grip, stance, sight alignment, sight picture, and the draw.
5. Demonstrate the ability to attain a minimum qualification score of 70 percent or higher if the agency standards exceed state minimums on an approved course of fire for both day and night and also demonstrate the ability to pass a day and night decision-making course of fire. The officer will have three (3) attempts within a given day per course of fire.

##### **2021 Legal Update (4 hrs/credits)**

1. Discuss relevant federal and state case law on \_\_\_\_\_ as it applies to North Carolina law enforcement officers.
2. Discuss relevant North Carolina statutory changes and the practical implications for law enforcement officers.

##### **2021 Continue to Make a Difference: Positive Engagement Stories and Studies (2hrs/credits)**

1. Name a minimum of three (3) communication strategies that officers can use when interacting with juveniles to help facilitate positive engagement.
2. Name at least three (3) steps that officers and their agencies can take to strengthen relationships between officers and the community, including those of minor age.

3. Using the videos and case studies provided, recognize at least one (1) approach the officers used to help build rapport and positive community interactions between the juveniles and the officers.

#### 2021 School Safety and Responding to School Incidents (4 hrs/credits)

1. Define School Resource Officer and discuss the requirements for certification.
2. List and discuss the three key roles of a School Resource Officer.
3. Identify and discuss the additional authority of a School Resource Officer.
4. Discuss the Family Educational Rights and Privacy Act.
5. Discuss specific issues as they relate to working special assignments at school functions.
6. List key elements for conducting a site survey of an educational facility.

#### ***Topic of Choice – 12 hrs/credits***

##### Hemp Industry: Overview and Officer Roles (2 hrs/credits)

1. Discuss the legal complexities of hemp versus marijuana.
2. Identify how to access and find registered hemp grow sites via the North Carolina Department of Agriculture and Consumer Services Portal.
3. Describe common hemp licensing and transportation issues.
4. Discuss and identify how to determine if probable cause exists during an investigatory stop.
5. Identify persons and businesses who can legally sell and/or possess hemp or CBD products.

##### Officer Awareness: Responding to Victims of Trauma (4 hrs/credits)

1. Define trauma.
2. Identify the physical and psychological reaction to trauma.
3. Describe the various indicators exhibited by trauma victims.
4. Discuss the elements impacting the severity of trauma.
5. Explain effective trauma-informed responses practiced by law enforcement officers.
6. Recognize when and how a law enforcement officer should refer a victim of trauma to available resources.

#### Patrol Vehicle Operations (4 hrs/credits)

1. Identify how to access and secure equipment and contents in a law enforcement vehicle.
2. List and summarize three (3) North Carolina statutes that regulate emergency vehicle operation.
3. Given an emergency response scenario, discuss the tactical use of a seatbelt in your law enforcement vehicle.
4. According to the Traffic Incident Management System, correctly identify four (4) duties of law enforcement officials on the scene of a traffic incident.
5. Describe safe and tactical responses to various calls for service.
6. Discuss options for positioning a law enforcement vehicle during a traffic stop.

#### Physical and Mental Wellness: Building & Implementing a Plan for Improvement (2 hrs/credits)

1. Describe emerging concepts of both physical and mental wellness that meet the needs of the law enforcement officer and what may happen to the officer over time when physical and mental wellness needs remain unmet.
2. After reviewing case studies, discuss the connection between various dietary and wellness changes as they relate to job performance and overall improvement.
3. Apply the information from this lesson to complete an improvement plan that identifies personal areas to focus on and includes corresponding wellness actions.

#### ***DETENTION = 16 hrs/credits***

#### ***Required – 10 hrs/credits***

#### 2021 Followership: Being an Influential Employee (2 hrs/credits)

1. Discuss how the critical concept of “followership” strongly supports the overall agency mission.
2. Recognize methods employees can implement to ensure they remain motivated and dependable members of their team.
3. Identify methods supervisors can employ to promote engagement of detention officers.

4. Through scenarios, discuss issues that impact agency performance and develop a plan of action.

#### 2021 Detention Legal Update (4 hrs/credits)

1. Discuss relevant federal and state case law on \_\_\_\_\_ as it applies to North Carolina detention officers.
2. Review relevant North Carolina statutory changes and the practical implications for detention officers.

#### 2021 Inmate Mental Health (4 hrs/credits)

1. Identify various mental health disorders an inmate may exhibit.
2. Discuss the importance of a mental health assessment/ questionnaire form during the in-processing of an inmate.
3. Select appropriate techniques for responding to inmates exhibiting mental health issues.
4. Name behavioral health resources available to address inmates with mental health concerns.
5. Recognize similarities between chemical dependency withdrawal and mental health problems.

#### ***Topic of Choice– 8 hrs/credits***

#### Physical and Mental Wellness: Building & Implementing a Plan for Improvement (2 hrs/credits)

1. Describe emerging concepts of both physical and mental wellness that meet the needs of the detention officer and what may happen to the officer over time when physical and mental wellness needs remain unmet.
2. After reviewing case studies, discuss the connection between various dietary and wellness changes as they relate to job performance and overall improvement.
3. Apply the information from this lesson to complete an improvement plan that identifies personal areas to focus on and includes corresponding wellness actions.

### Transportation and Security of Inmates (4 hrs/credits)

1. Define inmate transportation and identify in writing the basic equipment needed to perform an inmate transport outside a detention facility.
2. List six (6) general supervisory precautions for transport outside the detention facility.
3. List the proper escort procedures for inmate movement inside the detention facility.
4. List five (5) common locations for an inmate to be transported outside of the detention facility and security concerns for each.
5. Explain the proper steps for securing an inmate for court.
6. Explain use of force as it applies to both armed and unarmed detention officers while transporting inmates.

### Cell Management and Control (2 hrs/credits)

1. Identify the primary purpose of a cell search and when you are legally authorized to conduct this type of search.
2. Given a diagram of a cell, indicate by marking five (5) particular areas that should be thoroughly checked during a cell search that are commonly overlooked.
3. Correctly list three (3) precautions you can use to protect yourself during a cell search.
4. Define the term contraband and describe an example of when an inmate issued item could be altered, rendering it as contraband.
5. Explain the purpose of an intelligence staff in the detention center.

### **TELECOMMUNICATOR = 16 hrs/credits**

#### **Required – 10 hrs/credits**

### 2021 Followership: Being an Influential Employee (2 hrs/credits)

1. Discuss how the critical concept of “followership” strongly supports the overall agency mission.
2. Recognize methods employees can implement to ensure they remain motivated and dependable members of their team.
3. Identify methods supervisors can employ to promote engagement of telecommunicators.
4. Through scenarios, discuss issues that impact agency performance and develop a plan of action.

#### 2021 Critical Thinking for Telecommunicators (4 hrs/credits)

1. Define “critical thinking.”
2. List and provide examples of five (5) critical thinking skills presented in the course materials.
3. Identify three (3) barriers to critical thinking.
4. Apply critical thinking skills when dispatching calls for service.
5. Apply critical thinking skills when dispatching emergency calls.

#### 2021 Crisis Negotiations (4 hrs/credits)

1. Explain the principles of crisis negotiations.
2. Describe the dynamics of a hostage or barricaded situation.
3. Explain the behavioral change stairway as it pertains to a hostage or barricaded situation.
4. Discuss the importance of obtaining and communicating intelligence to the crisis negotiations team.
5. Describe the elements of active listening skills as the most effective communications method during a hostage or barricaded situation.

#### ***Topic of Choice – 8 hrs/credits***

#### VIPER System and ESInet Explained (2 hrs/credits)

1. Describe the origin and history of the development of the VIPER public safety radio system.
2. Define the basic operational components of the VIPER public safety radio system and discuss how it functions.
3. List and compare the other common non-VIPER public safety radio systems in use across North Carolina and how these systems interact with VIPER for incident management purposes.
4. Identify the basic operational components of ESInet and Next Generation 911 systems.
5. Discuss the benefits ESInet and Next Generation 911 systems offer when compared to previous versions of 911 call-taking technology.
6. List and explain the future goals and objectives regarding the implementation of Next Generation 911 systems.

### Handling the Active Assailant Incident (2 hrs/credits)

1. Define what factors establish an event as an active assailant, and describe the impact of active assailant events on our nation and state.
2. List and explain the basic tactical concerns for law enforcement officers who are responding to active assailant calls for service.
3. Discuss methods available to telecommunicators that ensure the safety of all first responders on an active assailant scene.
4. Through exploring case studies of previous active assailant calls for service, describe the findings as they relate to the telecommunicators' handling of those calls.
5. Define the following terms regarding "emotional fall-out," which can impact the 911 Center following an active assailant event:
  - a) Critical Incident Stress Management
  - b) Critical incident stress debriefing
  - c) Employee Assistance Program
  - d) Peer support

### Shift Management Skills in the Communication Center (2 hrs/credits)

1. Identify three (3) reasons effective leadership is important in the communication center.
2. Identify three (3) management actions that can hurt employee morale and three (3) management actions that can increase employee morale.
3. Define servant leadership and explain how it can inspire and motivate telecommunicators.
4. Identify resources available to evaluate and improve leadership skills for communication center managers.

### Physical and Mental Wellness: Building & Implementing a Plan for Improvement (2 hrs/credits)

1. Describe emerging concepts of both physical and mental wellness that meet the needs of the telecommunicator and what may happen to them over time when physical and mental wellness needs remain unmet.
2. After reviewing case studies, discuss the connection between various dietary and wellness changes as they relate to job performance and overall improvement.
3. Apply the information from this lesson to complete an improvement plan that identifies personal areas to focus on and includes corresponding wellness actions.